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ABSTRACT

The Department of Instructional Technology at Utah State University instituted a distance education Master's degree program enrolling over 60 students at sites throughout Utah. Initial funding for the program was provided by Utah's Higher Education Technology Initiative (HETI). This report is part of an ongoing effort to provide feedback to the program's administrators, faculty, and associated graduate students. Members of a Master's level evaluation course polled the opinions of students in the Ed-Net program. The evaluators attended part of a class session, found information on the World Wide Web about the site where the class was conducted, formed additional evaluation questions, distributed an e-mail questionnaire, and conducted telephone interviews with members of the class. A summary report provides program background and compiles findings from all sites, followed by individual reports from the seven sites. Overall, HETI students view the program extremely favorably. Student responses are classified into six issue areas: feedback, site interaction, costs of program, program flexibility, site improvement/technology, and teaching methods/course content. Recommendations for further development and refinement of the HETI program are provided. Appendices include a list of enrolled students by site and a graphic representation of the evaluation activities of the class. (SWC)

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ED 405 848

Formative Evaluation of the HETI ED-Net Master's Program in Instructional Technology: Another Piece of the Puzzle

by

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and Additional Members of the Class
Instructional Technology 679
Winter Quarter 1997

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Foreword

A significant change is occurring in the Department of Instructional Technology at Utah State University. Since Fall quarter, 1996, a distance education masters degree program has been put into place, enrolling over 60 students at sites located throughout the State of Utah. Funding to start the program came from a grant from Utah's Higher Education Technology Initiative (HETI), written by Department Head, Don C. Smellie. Over the course of three years, this program will involve all but one or two department faculty, as well as faculty from other departments in the College of Education. Coming at the time of the University's change from the quarter to the semester system, the potential for substantial curriculum change is great.

This report is part of an ongoing effort to provide feedback to the program's administrators, faculty and associated graduate students. It is subtitled "Another piece of the puzzle," because it is just that: one more element in the ongoing evaluation of the program. Two reports in fall quarter 1996 are noteworthy: Carol Rosenthal and Marga Petersen (13 November) "Feedback from IT 646 EdNet Pilot Test" and Byron Burnham's (16 December) report to faculty on results of a focus group of 20-25 students conducted over the EdNet. This present report follows on the heels of two other efforts to survey opinions of students in the program: electronic mail surveys conducted during fall and winter quarter respectively. At the time of this writing, the first of these reports has been written (Rick Cline: "Findings and Recommendations of the Evaluation Results. . ."), while the second is available electronically at the Web Site but has not been compiled as a formal report. The point is simply that a number of efforts to gauge students' opinions for feedback and revision purposes have been ongoing since the inception of the program.

The present report provides the results of a series of interviews conducted by members of a masters level evaluation course during winter quarter 1997. Class members were assigned to work in 7 groups to poll the opinion of students in the Ed-Net Program. Specifically, each person was required to attend one hour of the class to observe how the classes were offered. They then were given the task of learning some information about their assigned site, using information available through the Worldwide Web Site, and to

formulate two additional questions with applicability to their particular site. They then were assigned to make telephone contact with two class members each and to report on the findings of their interview with the persons.

Findings are reported as follows: (1) a summary report by Richard Harmon, Carol Rosenthal, and Donna Starley, giving a compilation of the findings of all seven groups; (2) group reports for each of the seven teams, labeled by site; and (3) a video report (8 minutes duration) by a video team of Jeff Abraham, Brent Nakagama, and Mike Rogers. The first two elements are included in this report, and the video version is available as a separate item upon request. In addition, an appendix gives a current listing of students enrolled in the InsT 601 class by site and a graphic representation of the evaluation activities of the class.

Ed-Net students participating in the telephone survey were given a pledge of anonymity, that their comments would be reported as group data only. That practice has been followed carefully in this reporting. Generally, the interviewers felt that the comments were candid and frank; however, in some cases it appeared that students felt their opinions had been registered in the e-mail questionnaire and did not want to elaborate upon those. The interviewers were asked to steer the conversations away from matters of personality and to concentrate on program and subject matter concerns of students.

A valuable feature of these findings is that they allow an examination of student opinion at different sites. As will be apparent, conditions and opinions are hardly uniform across site. Note that some questions can only be answered for a particular site, since those questions were tailored by the interviewers for that site alone.

The reader is invited to dig as deeply into these findings as time will permit, recognizing that this report is "one more piece of the puzzle," and certainly not the last word. Future work will look at the quality of student products developed in this program, as well as an ongoing compilation of survey results from each quarter.

The HETI Ed-Net Project is to be commended on having successfully recruited a loyal cadre of students committed to completing the entire masters degree program. It is also evident to this observer that feedback from students is listened to and is used to make

decisions that shape program direction. It is with the end of improving this ongoing program that this report is submitted.

Dr. Nick Eastmond
March 27, 1997

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Overall Summary

HETI EDNET Distance Learning Project
Educational Technology Master of Education Degree (M.Ed.)
Formative Evaluation Report - Winter 1997

prepared 3/17/97

by

Richard Harmon
Carol Rosenthal
Donna Starley

Instructional Technology 679
Dr. Nick Eastmond

Abstract

During winter quarter 1997, an evaluation was conducted of the Utah's Higher Education Educational Technology Initiative (HETI) Educational Technology Master's degree program at Utah State University. This evaluation was conducted by students in the InsT 679 class taught by Dr. Nick Eastmond. Evaluations consisted of telephone interviews of 46 out of 67 registered students. This report summaries the findings of the inquiry. Overall, HETI students view the program extremely favorably. Student responses were classified into six issue areas: feedback, site interaction, costs of program, program flexibility, site improvement/technology, and teaching methods/course content. These six areas were also used to provide specific suggestions and recommendations for further development and refinement of the HETI program. Major recommendations are as follows: Continue to build the program and fine-tune with feedback, be sensitive to group dynamics, share financial information with participants, provide departmental policy on critical concerns, provide computers to all site, and teachers need to be sensitive to different student needs and vary teaching strategies.

HETI EDNET Distance Learning Project
Educational Technology Master of Education Degree (M.Ed.)
Formative Evaluation Report - Winter 1997

Project Origin

In July 1995 the state of Utah's Higher Education Educational Technology Initiative (HETI) accepted a proposal for funding from Utah State University to provide training through a distance education Masters program that was designed to help educators integrate technology that had been put into the state's schools by the Educational Technology Initiative (ETI). The program was created to give educators the knowledge and skills necessary to effectively implement technology in the classroom. The training was designed and developed to be delivered as an 18-course Educational Technology Master's Degree program, on the EDNET system, over a three year period.

The project was officially started with Dr. Andy Gibbons as the project facilitator and Rick Cline as his assistant. Dr. Charles Stoddard is in charge of extension related contacts, including promotion and management of the degree program as it goes throughout the state. In the early stages, the project was designed and developed using a Needs Analysis that gathered information regarding the target population and current training and resources available.

Each course in the program was and currently is being developed by a faculty member with the aid of a graduate assistant. Research on distance learning has been reviewed and the number of students accepted and the number of sites opened reflects the influence of this research. In January of 1996, Dr. Nick Eastmond drafted a HETI Project formative evaluation plan that included development instruments and protocols, pilot testing, expert reviews, learner reviews, focus group feedback, class observations and student interviews. This evaluation plan is to take place over the course of the first three years of the program. Because of the support demands of distance education, a web site was created in March of 1996. In August 1996 the program was pilot tested at USU's EDNET site with instructors Don Smellie (Ins.T. 636) and Nathan Smith (Ins.T. 623). In September 1996, an orientation meeting was held on EDNET with the students (approximately 76) who had been accepted into the program. Winter quarter began in January 1997, with Linda Wolcot (Ins. T. 619) and Andy Gibbons (Ins.T. 601) teaching.

Survey development

The questionnaire was developed as a class assignment in the InsT 679-Product Evaluation class, under the direction of Dr. Nick Eastmond. Students in the class were assigned to evaluate different sites via individual telephone interviews. Students met with Rick Cline and obtained background information that was received from the on-line winter quarter evaluations. As a class, students developed four evaluation questions to be asked of all participants in the HETI program. These were pilot-tested and finalized prior to actual telephone interviews. Each group then developed two additional questions to ask their specific site participants. These additional group questions were designed to solicit enhanced information about each site regarding the HETI program.

Survey methods

Telephone interviews were conducted over a two week period for February 24, 1997 to March 10, 1997. Forty-six participants were successfully contacted and interviewed.

Reporting

Groups compiled individual responses to the telephone interviews into written site summary reports, which were then presented orally in class to the client, other class members, and the instructor. Our team of three students from the IT 679 class compiled the site reports into a comprehensive written evaluation report. Another team of three students presented evaluation findings using a video format.

Evaluation Report

There are two different evaluations that were made on data obtained from the telephone interviews. There are seven site reports compiled by the seven groups of students from IT 679, which summarize by site individual respondents' answers. The group site reports are attached as an appendix to this report.

This evaluation is a compilation of the forty-six individual respondents' data obtained from phone surveys and seven site reports. The final evaluation team reviewed all data collected to provide summary recommendations. In conducting a summary of responses (chart attached as an appendix) of all available source documents, a concern arose that individual data had not been systematically collected and recorded/reported. Therefore, group site reports were relied on as source documents where individual source data was missing.

However, these evaluators have a concern that group site reports may contain generalizations or inferences that may or may not have been supported or reported on individual source data sheets. These evaluators are taking group site reports at face value.

How did you get involved in this program?

Students learned about the program through a variety of sources. It appears that the flyer was the main source of information, whether received directly by the student or distributed to them through district management (e.g., USU Extension or the weekend program). The majority of the students began this program in fall, 1996, while approximately five or six are continuing from the weekend program .

How do you rate the quality of the instruction so far?

The general consensus is that the quality of instruction is from good to excellent. Four out of 39 respondents indicating quality of instruction as fair to average.

What are your general impressions of the program?

The majority of respondents indicated a favorable general impression of the program.

Do you feel able to develop creative solutions to educational problems?

The data from this question should be considered in context of the fact that 50% of the individual source documents from the respondents did not provide the data. The source data that was available indicated that respondents are able to or are beginning to develop creative solutions.

What specifically are you doing differently in your professional role assignment because of this program?

Ninety-five percent of the students who did respond indicated that they are doing something differently as a result of involvement in this program. These changes include:

- changed teaching methods, organization and class preparation, and integrating learning theories into classroom
- using more computer skills
- applying change agent principles (including improved ability to provide and implement solutions) Note: This is a major theme of the current 601 class.
- setting up computer networks

How well does this program meet your needs?

Ninety-eight percent of those who responded to this question indicated that the program is meeting their needs well. Attrition rate, during this quarter has been extremely low with only two individuals leaving the program during the Winter quarter. With one student being added to the program during the Winter quarter. However, according to program records four students dropped out during Fall quarter and an additional five students left the program after the completion of Fall quarter.

Are you able to use new technologies comfortably?

All students who responded to this question indicated that they are more comfortable with using technology.

Other general issues or themes that emerged from this evaluation

Students' perceptions are positive overall. This is determined by the responses to questions about the quality of instruction, general impressions of the program, and how well the program meets their needs and responds to their concerns.

Additional evaluation was gathered from one general question (Do you have any additional comments?) and a series of specific questions developed by each evaluation team and posed to their respective sites. From these data, the following categories and specific issues emerged:

Feedback: Students want . . .
- faster response to email
- assignments returned more quickly
- class time for feedback on projects

Site interaction: Students have indicated. . .
- in-site discussion is positive but can be distracting if certain persons dominate or if interaction not kept on-task
- there are too many people in class to do individual reports reported on air across sites

Costs of program: Students express. . .
- concerns about higher costs in comparison to on-campus classes

Program flexibility: Student express. . .
- desire to take summer classes on-campus (supplement, enhance or more quickly complete their program)
- desire for more options (i.e., electives) to customize their program

Site improvements/technology: Students have indicated. . .
- need for computers in the site classroom for student use

Teaching methods/course content/application of theory: Students suggested. . .

- professor teach more (ask less questions) as well as ask questions to involve students to make them think
- more practical application of theory
- too many people in class for on air individual reports
- group assignments outside of class are difficult to meet and complete
- allow time for in-site discussion (Off air e.g. 10 -15 minutes)
- some course work remedial in nature, while other students suggest they want more focus on basic concepts (These comments were specific to the computer course.)
- a few comments about workload: too much work for an "A"; difficulty working full-time and completing course requirements
- positive teacher characteristics are as follows: high energy, flexibility, professor makes you think, and is personable

Evaluation Team's Recommendations:

Feedback
Continue to build the program and fine-tune with feedback:

1. Quicker response to student email messages.
2. More prompt grading and return of student assignments.
3. Instructor providing specific feedback on student projects during class time.

Site interaction
Be sensitive to group dynamics intrasite and intersite:

1. Instructor systematically involve each site so no one site dominates.
2. Instructors need to be aware that computers at sites are sometimes used for non-course-related work.
3. EDNET add more program monitors to view more than one site at a time, to monitor student involvement.
4. Explore different formats that incorporate intragroup discussion and summary reports versus individual reports.
5. Technology that would allow instructor to listen or respond to a site without other sites hearing, for purposes of keeping group discussions on-task.

Costs of program
Share financial information and perspective on the program with participants:

1. Explain where the money is going.
2. Give cost comparisons with competing options (e.g., University of Phoenix and on-campus program).
3. Explaining the costs of using alternative technology such as distance education (hardware/software, on-line computer (Web).

Program flexibility
Provide a departmental policy (not dependent on individual approval by committee chairperson) that allows participants to take on-campus summer courses or other electives.

Site improvements/technology

Move EDNET classroom to a site with computers or bring in at least one computer to each site for computer based classes.

Teaching methods/course content/application of theory

Teachers must be sensitive to different student needs and vary teaching strategies to address these different needs.

1. Use a variety of questioning and discussion formats (improvisational; advance notice; intragroup discussion with summary report to other sites, etc.)
2. Follow-up and discuss reading assignments (e.g., using some of the aforementioned questioning techniques)
3. Consider pairing of theory class with applications class (versus two theory or seminar-type classes) or sequencing so that applications class follows a related theory class
4. When assigning group work, be sensitive to:
    * proximity of group members to each other; ability to conveniently meet
    * intrasite versus intersite work
    * learning value and objectives of group work versus individual projects
5. Consider judging quality versus quantity for determining criteria for grades.
6. Design individualized computer-based assignments to meet the needs of more advanced students and consider using students with advanced knowledge as peer tutors during classroom instruction.
7. Make information regarding effective teacher characteristics and instructional methods available to all instructors who will teach EDNET E.T. classes.
8. Consider providing support to promote instructors' ability to travel to other sites to deliver his/her class (reduced course load; reimbursement of expenses for travel/lodging, etc.)

Additional team recommendations:

1. Provide students with feedback on any evaluations conducted. This could be done both orally and using the Web.
2. Consider periodic in-person meetings (e.g. in Salt Lake or Cedar) between participants, instructors, and program administrators.
3. Share evaluation results and "tricks of the trade" with future instructors. Help them be "up to speed" on the system before they teach.
4. Caution should be taken in the number and kinds of HETI evaluations in the future. Some students indicated that are beginning to feel over-evaluated.

HETI
Project Evaluation

Site Report: Logan

By:
Jason Corry
Ken Laubaugh
Bart Chidester

3/8/97
IT 679
Eastmond

Evaluation Summary:

In our evaluation of the Logan site we interviewed a total of six people. All of them were very cooperative even if they were tired or worn out. Our overall impressions of the Logan site are generally positive. Most all of the students that were interviewed said that they were happy to be in the program and that they were getting out of it what they expected. While there were some instructors that they preferred more than others, all of the interviewees said that the instructors worked hard at teaching and they also felt that the ed-tech staff did all they could to make things run smoothly. There was generally a feeling that the program was a good one but that they would prefer to be in a regular 'hands-on' classroom. There were some comments that the instructors did a good job but that the t.v. nature of the class is not flexible or personal and that this leads to presentations that seem "forced." There was also some frustration expressed in regards to the electronic submitting of assignments. Some of the interviewees said that they had problems with electronic assignments while others said that they had no problems. The sentiments were summed up by one interviewee who said "when the system is working it is great, when the system is having problems then it's frustrating." There were a number of comments on the difficulty of having a computer class, over a distance learning system, while the

students themselves do not have computers in front of them. Some of the most interesting comments to come out of this portion of the evaluation were from this area. One of the suggestions that came out of this area is that the students be offered the option of taking some of the basic computer skills classes from within there own area. By this they meant being able to take some of the computer classes from places like the Bridgerland Applied Technology Ctr. or other certified classes using hands-on methods. This may make the other classes in the ed-tech curriculum more valuable. Another suggestion in this area was that it was important to have the teacher on the screen at all times so maybe it would be possible to have a 'picture in picture' of the teacher at all times and the computer screen or other sites cycling through the larger portion of the screen. One of the questions unique to our site was the fact that the teacher is on the television, but also he/she is right next door. We asked if the students thought if this was an advantage or a disadvantage. Most of the students said that having the instructor right next door was generally an advantage because they were able to ask questions directly to the professor during the breaks. There were also some comments that often the Logan students would refrain from asking questions and ask them later directly to the teacher so that they would not clutter up the ed-tech system. One of the last comments was that the instructors should

consider having fewer students due reports during the on air class time. The reason for this was (as one student said), when everyone in the class is reporting you know that you are in for a long session and it becomes 'boring' very quick. After the first couple of reports most of the students tune out.

Highlights from Individual Questions

1. "How did you get involved in the Program?"
   - Heard about the program from the instructors.
   - Acquaintances told her about the program.

2. "How do you rate the quality of instruction so far?"/"What are your general impressions of the program?"
   -Good, really enjoying it.
   -Really well done, get used to the media but miss the face to face.
   -I feel very fortunate to have this opportunity
   -Pretty good, poor library science technology class first quarter-poor organization.

3. "What specifically are you doing differently in your professional role assignment because of this program?"
   -Getting up to date on current practices
   -Been given more responsibility at work because of new 'higher' degree, but this is time consuming.
   -It has given me some teaching ideas.
   -More aware of students due to "reminder of things" database created in 623-Nathan Smith's computer class.

4. "How well does this degree program meet your needs?"
   -It does a good job
   -Except for tuition(too high), the program it good.

5."Are you able to use technologies comfortably?"

-Yes, but it is frustrating at times because of the lag time between communications. i.e. a comment is made then it takes a while for a return comment to be heard.

-Yes, could be improved by having microphone on every desk and more instruction on how to use it. It would eliminate a lot of guess work.

-Yes, I am a media teacher.

-More so, but I wasn't originally.

-Yes, I have learned how to find answers.

6. "Do you feel that being at the Logan site is an advantage or disadvantage?"

-A little bit of an advantage, easier to get further help and hand-in assignments.

-We don't see instructors any more than they do but it is nice to be able to stop by their office or after class for clarification.

-More expensive

-Disadvantage, lack of computers

7. "Any additional comments, problems, or suggestions for the evaluation?"

-Focus more on basics and concepts and not on specific programs that changes.

-Use the Picture-In-Picture to always have the instructor on the screen.

-Group Assignments do not work, too many people in class, too many reports, too boring-report after report.

-Teacher want all students to participate, but over the system it gets very long when everyone participates.

-Provide or require students to have computers.

Ogden Site

Ins T 679: Winter, 1997 - Dr. Nick Eastmond
Summary of Weber State EDNET site for HETI Evaluation
Comments by Nate Niederhausern and Carol Rosenthal
Resubmitted March 19, 1997

Background and Context

The Weber State site is located on the campus of Weber State University in Ogden Utah. The EDNET facilities are located in the basement level of the library in a classroom equipped with computers at each desk and a large projection screen television for viewing the courses taught over EDNET. This particular site consist of 10 students who on the most part are educators most of which are technology teachers in their specific schools or media library specialists. Nate and Carol interviewed two students each by telephone, for a total of four students. Following is a general summary of the evaluation questions asked of these students. Detailed findings of *telephone interviews*, selected responses to the *e-mail/on-line survey* and *observations* will follow in this report.

- Students like having computers at site. Students acknowledge that they are distracted by this, however, and do their classroom work (they can access their schools via computer at Weber and grade papers, plan lessons, etc.) And surf the Internet when bored, which they indicated was a majority of class time.
- Too much theory. Students wanted more of the hardware/software technology course work, where could do immediate "hands-on"
- Want operational not technical (e.g., network) course content .
- Theory good, but it was not set in to a context that made sense the first quarter. Want more examples and "hands-on" applications.
- Students want more immediate feedback, such as getting grades sooner (especially IT 601) and feedback on position papers.
- Lack of structure at site, students not always on task even when there is a task assigned
- One student indicated that if program does not meet his needs (so far, he's not making any decisions), he will drop the program (currently has his SLMS certificate and is not getting any substantial advancement of his knowledge)
- All students indicated the class time goes too late; working full-time and then attending class till 10:30 p.m. very difficult. Students state that after 8:30 p.m., information gets fuzzy, they are not attending or learning. Contradictory recommendations: start earlier than 5:30p.m.; likes the one night a week; look at spreading over two evenings.
- Class requirements okay; work load adequate
- Relaxing learning environment
- 67 students too many; hard to have one student talking and others listening
- More group work within the site; do not like all the reporting they've had to do. Gets boring and not relevant. Use more cooperative/collaborative learning methods, more in-site discussions.
- Able to use technologies comfortably (most of these are teachers with a good skill level already)

- Surprised at how organized class was, with on-line support like E-mail and BBS.
- Heard about program through a mailer to the school where he worked
- Liked how HETI/EDNET was structured; no summer quarters required to complete degree, so time could be spent with family, etc.
- In program because one student wants a good administrative position. Other students want to improve competence in current jobs (staying current with technology)

Findings from Telephone Interviews

#1 - How did you get involved in the program?

Student response:

a - Mailer in mail box at school.
b - Friend who had been through the Ins T program.
c - ETI meting.
d - N/A

Were you apart of Fall Quarter?

a- Yes
b- Yes
c- Yes
d- N/A

Were you part of the weekend program?

a- No
b- No
c- No
d- No

#2 - How did you rate the quality of instruction so far?

a- Like it but to much theory.
b- Pretty good, but some technical problems.
c- Good
d- Great

What are your general impressions of the program?

a- Fits well with my work schedule. Like having summers off to be with my family.
b- About the right work load for homework.
c- Lack of structure at sites but very organized with e-mail and BBS.
d- Goes too late. 10:30 PM is just too late to stay with it.

Do you feel able to develop creative solutions to educational problems?

a- Yes, practical solutions.

b- Yes very comfortable.
c- Great
d- Yes

#3 - What specifically are you doing differently in your professional role assignment because of this program?

a- I'm Working towards a district position.
b- Certification. Promotion and more money.
c- Get up to speed on the latest technology to teach teachers.
d- N/A

How well does this program meet your needs?

a- Fits right in. I'm an Industrial Technology teacher.
b- Excellent. I need to know this stuff.
c- Doesn't fit in with what I'm doing. May drop program. I need more technical hands on ideas.
d- Great

Are you able to use technologies comfortably?

a- Yes
b- Yes
c- Yes
d- Ya, pretty much.

#4 - Group Question #1 - Comment on the interaction among groups as the instructor is presenting?

a- It's great. We can listen to the instructor when we want to, and when we don't we will surf in Internet, grade papers or just visit.
b- Not much structure at our site. We pretty much do what we want to and listen in if something sparks our interest.
c- I think it would be good if all sites had computers. Dr. Wolcott manages well.
d- We get along great and share ideas.

#5 - Group Question #2 Are you learning as well by EDNET vs. traditional instruction?

a- EDNET is more relaxed and fits around my schedule.
b- I like EDNET, but we need to get more feedback from our instructors. I still haven't heard from then regarding last quarter.
c- Traditional has some advantages with the instructors.
d- I like going to school once a week. I enjoy being able to work full time and continue my education at the same time.

#6 - Do You have any additional comments?

a- Too much theory. I would like to learn more about hardware and software issues. More hands on stuff. Could use more feedback from instructors. I

enjoy the relaxing environment.

b- Class goes too late. I lose it at about 8:30 PM and I'm just fried. Too much theory even though theory is necessary.

c- More group work within the sites. I think there is too much reporting to do. Sometimes it gets pretty boring and some things are not relevant.

d- Too much theory and we could use some more feedback from our professors. I would like more hands on type of things to assist me in my current profession.

Learning from Observing EDNET

In observing the EDNET sites we found it quit different from the traditional setting. We found that there seemed to be a lack of structure at the sites. At the USU site the instructor was presenting the instruction and the students at the receiving end were talking with each other, enjoying dinner and not paying much attention to what the instructor was presenting. We felt a bit out of place and had the general feeling that not being on task and talking was rude as the instructor was instructing. We asked some of the students what they thought about this and they said that the instructor could not hear them and seldom saw them. Most felt that it was to much to sit for four and half hours and became bored at times. The students at the USU site did feel like that had an advantage over the other sites in that they could interact with the instructor on a face to face basis.

E-mail/On-line Survey

To what extent do you feel that the EdTech Master's Degree Program is promoting an esprit de corps, a feeling of unity?

1. It's fine, I'm really not in the program for that purpose
2. For other students at my particular site I feel very close to. Other sites not really.
3. There have been assignments where we work together on projects, and our site has had to work together. Sharing our work with the group has helped.
4. Because we share some our ideas, it is possible to contact others with similar interests.
5. I think it is building as we get to know names and faces (and voices). Group projects and presentations have added to it this quarter.
6. It is doing just fine. Our site is getting along well, and the other sites seem to be pleasant also.
7. I think it is fine

Describe how your distance learning experience has been up to now (i.e., exceeded your expectations, disappointing, etc.) and tell us why.

1. Well done, I like the interaction format of Wolcott and Gibbons
2. I have no problems with the concept or application.

3. This is my first quarter in the program I didn't know what to expect. It's different but not in a bad way.
4. 601 and 615 have been informative. I am not interested being a library media specialist, but it has been okay. Being a change agent has put me out of my comfort zone, but is has been a beneficial learning experience.
5. It has been better than fall quarter because the class discussions have been more effective. This has been a result of the students becoming more considerate as well as the structure provided by the instructors.
6. It has met my expectations.
7. met my expectations

How could this experience have been improved (i.e., what would you change)?

1. I wouldn't change anything, it is fine
2. Cut the total number of students so that their is more student to teacher interaction.
3. No Response
4. I would like more time in Dr. Zsiray's spent discussing issues and not so much time hearing other students projects.
5. No Response
6. No suggestions at this time.
7. It was good

What has been your experience (with the website)?

1. No problems, working great
2. Satisfactory
3. The website was a good source of information. Although I wasn't able to access it at first. It would have been nice to know that I needed Netscape 2.0 to use it.
4. I had trouble accessing it until my school installed Netscape 3. Now it works really well and seems an excellent way to communicate and send in assignments.
5. It has been effective in the roles that it has played--bulletin board, and posting assignments. The syllabus for each class is helpful to have on the site.
6. It has been very impressive and easy to use. I find this to be one of the greatest strengths of the entire program. The distance is shortened when information is so readily available on the website.
7. I can always get access. 99% of the time.

Students at your EDNET site are considerate to each other.

1. Excellent. Example: No Response
2. Excellent. Example: No Response
3. Excellent. Example: No Response
4. Excellent. Example: No Response
5. Excellent. Example: No Response
6. Excellent. Example: No Response
7. Excellent. Example: We respect each others opinions

What would make this website more useful (e.g., new functions you would include)?

1. I wish I could register from home and mail in a check
2. none
3. I would like to see the new additions in the syllabus highlighted so I could zoom right in on the changes. I got the syllabus on Dr. Wolcott's and then she made some changes.
4. No Response
5. No Response
6. No suggestions at this time.
7. Better listing of assignments received

Which part of the EdTech Website do you find most useful?

1. Going directly to each class for updates, and syllabus information
2. Have a room where computers are available which allow the students to take notes etc. during the class instruction.
3. I liked being able to look at Dr. Z's notes from my computer at Weber as well as to download any notes I wanted a hard copy of.
4. sending in assignments and pulling off examples of ideas for assignments or projects
5. Syllabus
6. The course readers and ability to hand in writing assignments electronically.
7. class calendar and assignment posting bulletin board

How often did you interact (e.g., asking questions) with the instructor during class?

1. Once-Class. Example: No Response
2. Once-Class. Example: No Response
3. Not at All. Example: No Response
4. Not at All. Example: No Response
5. Once-Quarter. Example: No Response
6. Once-Quarter. Example: Most of my questions are asked and answered by other class members (at my site and other sites).
7. Once-Class. Example: No Response

How often did you interact (e.g., asking questions) with students at your site?

1. Two-Three. Example: No Response
2. Five-Six. Example: No Response
3. Two-Three. Example: No Response
4. Five-Six. Example: No Response
5. Too many. Example: We are very friendly at our site. We share questions and answers, helpful hints, experiences we have had, etc.
6. Five-Six. Example: We are always communicating about class issues and non class issues.
7. Too many. Example: No Response

The assignments given have been appropriate.

1. Strongly Agree. Example: No Response

2. Agree. Example: No Response
3. Strongly Agree. Example: No Response
4. Strongly Agree. Example: No Response
5. Strongly Agree. Example: No Response
6. Neutral. Example: No Response
7. Strongly Agree. Example: No Response

This course is helping me to better utilize the technologies that are in my work place.

1. Strongly Agree. Example: No Response
2. Neutral. Example: No Response
3. Agree. Example: No Response
4. Neutral. Example: No Response
5. Neutral. Example: No Response
6. Strongly Disagree. Example: No Response
7. Agree. Example: I learned about a virtual media center from a person in our group

The instructor responded to questions appropriately (e.g., answering the question, using terminology familiar to students).

1. Excellent. Example: No Response
2. Good. Example: No Response
3. Excellent. Example: No Response
4. Good. Example: No Response
5. Excellent. Example: No Response
6. Good. Example: No Response
7. Excellent. Example: No Response

The instructor has built a good rapport with students.

1. Excellent. Example: No Response
2. Good. Example: No Response
3. Excellent. Example: No Response
4. Excellent. Example: No Response
5. Good. Example: No Response
6. Good. Example: No Response
7. Excellent. Example: No Response

The instructor used class time well (e.g., engaging the students in useful activities).

1. Excellent. Example: No Response
2. Good. Example: No Response
3. Poor. Example: I would like to have spent less time hearing about the projects. I would like to hear a 5 min. overview. I would know how to contact the people who may have had projects similar to mine, but I missed the names.

4. Poor. Example: At the beginning of the class, I really feel too much time has been spent on other projects. I don't really feel I've benefited from this. I would really prefer lecture where the teacher is sharing some of his expertise with us.
5. Good. Example: The individual descriptions of change projects were not as useful as the discussions during the second half of class.
6. Good. Example: No Response
7. Excellent. Example: No Response

The instructor uses course materials (e.g., slides, overhead projector) with the EDNET system well.

1. Agree. Example: No Response
2. Agree. Example: No Response
3. Strongly Agree. Example: No Response
4. Strongly Agree. Example: No Response
5. Agree. Example: No Response
6. Agree. Example: No Response
7. Strongly Agree. Example: No Response

How often did you interact with the instructor or TA outside of class (e.g., phone, e-mail)?

1. Once-Class. Example: Post assignments
2. Once-Class. Example: No Response
3. Once-Class. Example: No Response
4. Not at All. Example: only to send in an assignment
5. Not at All. Example: No Response
6. Not at All. Example: No Response
7. Once-Quarter. Example: No Response

What have you liked most about this course (601)?

1. Keeping the pace during class time moving
2. I have gained some valuable information up from the instructors
3. I enjoyed the questions and probing of Dr. Gibbons.
4. No Response
5. Discussions.
6. Forcing me to follow through on a change agent plan.
7. the project

What have you liked least about this course?

1. 10:30 at night is too late
2. The weekly position papers, they have no value.
3. No Response
4. No Response
5. Individual student descriptions of projects.
6. Reading the text books and listening to discussion.

7. The reading

We welcome additional comments and suggestions

1. No Response
2. No Response
3. No Response
4. No Response
5. No Response
6. None at this time.
7. No Response

HETI Project Evaluation
Snow College

Haobo Li
Mike Rogers
Jake Shannon
Donna Starley

This following is a summary of the findings from the phone interview of students involved with the HETI Program at Snow College. This evaluation project was conducted by Haobo Li, Mike Rogers, Jake Shannon, and Donna Starley. Attached are the individual survey results.

Questions:

1. How did you get involved in this program?

The site at Snow College has 8 members. The following is a summary of their responses:

-Students heard about the program in a variety of ways, including family, friends, or others that had prior knowledge of the instructional field.

-All students at Snow started this last Fall in the program. (None were part of the weekend program.)

-Main reason sited for applying to the program was a professional need for development and growth.

Quotes from students:

"I considered another program, but in the final analysis this program just works out. This degree was brand new. I enjoy computers. And I had no idea what instructional technology was, but it sounded interesting. This combined with no summers, one night a week, it just worked out."

2. How do you rate the quality of the instructions so far?

2a. What are your general impressions of the program?

-Students over all rate the program positively.

-A few students felt that the computer class last quarter was very basic, or too elementary for graduate level work.

-There were also concerns about not receiving feedback from last quarter's class.

Quotes from students:
"It's an excellent program. With exception of the foundation course. Dr. Wood was hard to follow."
"Dr. Wood was difficult to get a hold of."
"$330 dollars for a class in 'remedial' courseware, i.e. computer class!!"
"It's been good. This quarter is better than last. We really like both teachers this time."
"I would like a little more consideration about the work load. They give us plenty (to many) assignments. We all work full time and have families."
"Teachers do not give formal lessons. Learning is from the students in the class."

2b. Do you feel able to develop creative solutions to educational problems?

-The class was evenly split on this issue. Half felt they could develop solutions to educational problems, half felt they could not develop solutions based on what they have learned from the program.

3. What specifically are you doing differently in your professional role assignment because of this program?

-Some students suggest that they are doing some things different as a result of the program.

Quotes from students:
"I'm learning a lot about new technologies and I expect to learn a lot more."
"More cognitive of what makes a good teacher."

3a. How well does this degree program meet your needs?

-Program appears to be meeting some of the professional needs of individuals who are currently teaching.

Quotes from students:
"Yes, program is meeting my main goal. Achieving a master degree. It's a bonus that it's in an area that I enjoy."
"This has been good, and I plan on getting back into teaching on a college level when I'm done."

3b. Are you able to use new technologies comfortably?

-Students are using technologies more, including the World Wide Web and e-mail.

-Some students have had limited exposure to technology before the program. While others have had extensive experience in technology.

Quotes from students

"Just breaking the ice. . . and beginning to use new technology."
"I have learned about new technologies and career opportunities."

4. Describe what you believe was on of the most effective or most successful class activities or projects from this or last quarter.

-Some students like student interactions and discussions. While others are frustrated with this teaching technique.

-Four out of 8 students mentioned the Strategic Library Project. Two liked the project and thought it was effective, two did not and thought it was a waste of time.

-Students are extremely busy (work and families). There realistically is not time to work in groups successfully.

Quotes from students:

"I like Dr. Gibson's discussions. He does different things to get people involved. It has helped me to think about things we are studying. These different techniques are helpful. Sites ask each other questions. And he calls on others specifically. This makes you do the reading, because you want to be prepared when called on."
"Strategic Plan assignment was not a good experience. There are two main reasons for this. First, the elementary school is not in my community (I'm not interested in this school). And second, I'm a little frustrated with the group process and group work is difficult."

5. You have made a commitment to this program on ever Wednesday for the next 3 years. How do you now feel about the commitment?

-Some students are frustrated with the long classes. It is difficult to sit in class that long. As a result they do not feel class time is used that effectively.

-All students at Snow plan to continue with the program.

Quotes from students:
"Just fine. At the graduate level we do a lot on our own anyways."
"Would like to have the option to come up and take some classes in the summer. So, I could complete the program sooner.
"It's a big commitment, and I'm glad there isn't summer school. So I can have time to regroup."
"Big money commitment."

6. Do you have any additional comments to make at this time?

-Concerned about the cost of the program. $660 dollars is equivalent to full time status. Why the high cost.

-Concerned that the site facilitator is under paid. This sets a bad precedent for the field that we are majoring in.

-Concerned about the full time status when College converts to the semester system. Financially based concern -- GI Bill, Grant money.

-Bulletin boards are good and are more reliable than e-mail.

-Sometimes people can get off on tangents at our site.

Overall Impressions of the Snow Site
1) Overall students like the program.
2) Students like the opportunity to live at home and get a masters degree.
3) Some students feel that in-class discussion is the best thing about the course and allows for greater learning and depth.
4) Some students are concerned about the cost and time commitments.
5) The usefulness of groups to do group work is questionable.

Brent Gerity
Leaunda Hemphill
Brent Nakagama
Dave Walters

Instructional Technology 679
HETI/EDNET Evaluation - Group Report
UVSC Site

The main purpose of this evaluation was to determine some of the major trends that exist at the UVSC site of the Higher Education Technology Initiative (HETI) project. Since the individuals at the Orem site come from a wide variety of backgrounds and experience basis, the main trend found at this site was the variety of opinions on the various aspects of the system. With a few exceptions, the people we talked to had different comments about the many aspects of the program that were covered in this evaluation. Therefore, this summery will be a brief review of the responses to the questions of the evaluation, listing the most common responses, as well as some consolidation by our group.

Our evaluation team choose two additional questions to ask the students. The first question involved the teaching effectiveness of the HETI instructors. The question drew interesting, yet cautious responses. Our other question involved a question that we as the evaluation team were very interested in: briefly describe the dynamics of your group and do you feel that the peer interaction has improved your performance? Our interest in the question originated because we knew that the UVSC site is one of the largest in the HETI system and apparently one of the most vocal. As seen in our report, this question drew the most intriguing and most similar responses.

Involvement in the Program

Of the eight members of the UVSC site that we talked to, seven of the eight were involved in the fall quarter of the class and one came from the weekend program. The main sources of information about the program were: (1) word of mouth from other individuals who were involved

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in or aware of the program, and (2) from the brochure of the program prepared by Utah State. One other individual found out about it from a district-wide email message describing the program.

Quality of the Instruction

When queried about the quality of instruction provided by the HETI Project, our interviewees gave a range of responses. Slightly more than half of them felt that the program was very strong. They explained that the instruction had helped them to bridge a technological gap in the classroom. These same respondents felt that HETI had provided them with a foundation of information which was necessary to understand and communicate in technological circles of interest. The common theme among this group was a preference for specific information regarding the integration of specific technologies in the classroom, and a desire to uncover instances where technology had proven successful in advancing the instructional process.

Effect on Professional Role Assignment

While more than half of our respondents agreed that the HETI project was teaching what they needed to improve their understanding of technology in the classroom, the remainder were somewhat dissatisfied with the Instructional Technology program's emphasis on theory. Many of these individuals already had a solid understanding of current trends in technology and did not seem to benefit from the programs instruction in these areas. When further questioned about the program's apparently weak aspects, these respondents felt that the program was not providing information on "the future" of instruction in the classroom. Instead, they believed that much of the technical information was already passé, and publicly understood. These individuals believed that theory was only necessary on a surface level to explain the background research behind successful applied classroom technique.

It would seem that the success of the HETI program's instructional content is centered around direct classroom application. Instructors should be advised that whenever possible, instructional theory should be introduced and then a situation based example be presented. Through this

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example, HETI participants could be exposed to techniques for use in their own schools and transfer potential would be realized for the underlying instructional theory.

Teaching Effectiveness of Professors

In posing this question, we were hoping to receive information on effective and non-effective teaching strategies and practices of various professors. The eight people we spoke to, however, seemed reluctant to make any critical comments about instructors. The only negative remarks were about a professor not returning an e-mail message and about some professors being boring. The students' reticence may have been due to worry about their remarks getting back to the professors, although they were assured that their answers would be kept confidential. With that in mind, rather than naming the professors, we will summarize the comments made in general terms. (For more detailed information please refer to the attached individual summaries.)

A couple of professors were singled out for their high energy level, command of the delivery system, and content knowledge. Two professors were praised for promptly returning e-mail messages. One professor was also noted for revising a class based on student feedback. Two professors were merited compliments for trying hard to involve all the remote sites, and one of them was cited for having excellent teaching strategies (not just lecturing). Personality also seemed to be a factor. One professor's "style" was mentioned by a few people as thought-provoking and another professor's sense of humor was deemed worthy of mention.

We discussed whether more probing follow-up questions would have yielded more significant information, but noted that most of us came to the same conclusion of not trying to force more specific answers about instructor practices. As mentioned previously, perhaps concerns about confidentiality resulted in more cautious answers, but it was also suggested that the students are still adjusting to the program and have not yet formed strong opinions one way or the other.

Group Dynamics

All respondents said that the group dynamics at their site were excellent and they all looked forward to being in class and interacting with each other. It was obvious that the group is very

cooperative and close knit. They work together well, constantly email each other, and meet for separate study sessions. The respondents said that they work off each others' strengths and weaknesses. For example, a teacher with previous computer experience spent considerable time teaching less computer literate teachers. Some students interviewed stated that they had made excellent contacts while in the class that benefited them in not only their class work, but their professional jobs also.

There did not appear to be any person or persons who dominated the group. They seemed to all work well together and feel that their on-site discussions were as relevant as the lecture material. The only criticism given was that sometimes students at the site talk while the instructor is talking and it is hard to hear.

It is from this question that we received the most consensus. Therefore, we feel it was a good question to ask. We also feel that while Utah State University does not have control over the dynamics of each group, the professors using the system could certainly be aware of the individual sites' strengths and weaknesses, thus using them to the advantage of the system.

Frankness of the Interviewees

In general, the interviewees were very candid (approximately an eight on a scale of one to ten (with ten being the highest). They were helpful and cooperative although some had little to say because they were so new in the program.

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INST 679

HETI Project Group Evaluation Report

Christy Isakson

Shannon Reynolds

Dave Killpack

Mike Peay

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Sites covered in this evaluation were:

Blanding (4 students)
Cedar City (1 student)
College of Eastern Utah (4 students)

Questionnaire Results

1. **How did you get involved in this program? Were you part of the fall quarter or weekend program?**

a. One student got involved in this program via advertising in the Fall of 1996. He is NOT involved in the weekend program.

b. Another student got involved with the program because, as an LDS Seminary teacher he was strongly encouraged to get a graduate degree. He began in the fall and is NOT a part of the weekend program.

c. Another person got involved through advertising. She started fall quarter and is not involved in the weekend program.

d. Another student found out about the program through a flier.

e. One other was told about the program by friends.

f. "I started taking one [class for getting Inst. Tech. Masters] through MEU (Mind Extension U. , George Washington State). The program was expensive, we used the Don Smellie text. I ended up talking to Don Smellie, and it [a course] was eventually offered from USU."

g. "Two summers ago, I took some classes at USU, then last summer I started at Blanding."

2. **How do you rate the quality of the instruction so far? What are your general impressions of the program? Do you feel able to develop creative solutions to educational problems?**

a. Some comments in response to the quality of the instruction were "very good", "pleased", and "convenient". One general impression of the program was "the interactions are excellent".

b. One student rates the quality of instruction and his general impressions as "pretty good". He feels that the quality has definitely improved during Winter quarter. Fall quarter still had several bugs in it. There were also some students involved during fall quarter that tended to be distracting. However these students dropped out of the program after Fall quarter. He feel that this is a valuable experience and he is grateful for this option. It has increased his capacity to "develop creative solutions to educational problems as well."

c. Another man has seen significant improvement Winter quarter. He said that the professors did poorly in the fall, most likely because they needed to work the bugs out. He has a good impression of the program. YES, he feels it has helped him to "develop creative solutions....".

d. A woman rates the quality of instruction as "good". She feels that the instruction has been somewhat "uneven", and says that "sure" she feels able to "develop creative jazz"...

e. Someone else rated the quality as good and much improved over last quarter. He would like to see more utilization of the available technology.

f. Another woman felt that the program was wonderful. She found the instruction provided by Nathan Smith and Dr. Gibbons to be especially beneficial. She said, the class motivates her to do research. She liked the open-ended way of doing projects and said she liked using email to demonstrate projects.

g. Yet another woman seemed to be more advanced in the technologies being taught and she didn't like having to take a word processing class that she already has had a great amount experience with. She has learned how to use new equipment in her classroom. For example, hooking up her computer to the television for use in the classroom. She says the class is directly tied to her current profession and is very useful. She is currently writing grants to receive funding for new technologies as a result of the program. She said the program has not really changed her role assignment, although she said the program meets her needs. She feels that their the teachers are discussing new ways of teaching but using traditional means of teaching the material. Both students are comfortable with using new technologies.

h. "I've been in the program 2 quarters. They give lots [of information] fast. In conjunction with my job, the information seems to dovetail with my work."

i. "This winter has been good, particularly Gibbons' class."

3. What specifically are you doing differently in your professional role assignment because of this program? How well does this degree program meet your needs? Are you able to use new technologies comfortably?

a. One student teaches for the LDS church, he feels that this program has given him some creative ideas. He feels that it is very relevant to his need. As for new technologies it was "do or die" first quarter. However, Blanding is very well equipped and all students sit at a computer during class which was very helpful. This program has met his needs well because it can fit his schedule since it only meets one night a week. He is also comfortable with the new technologies even though he is a new computer user.

b. This program has effected another student professionally in that she has "gained more knowledge". It suits her needs "very well" because of the location. Yes, she is comfortable with the new technologies but has difficulty accessing a computer.

c. One fellow remarked that he is trying to be more creative in the classroom and is in the process of implementing some of the techniques he has learned.

d. Another person referred to a specific lesson taught by Dr. Gibbons (How to Introduce a Lesson) which she utilized in class.

e. Subjects had varying experience and comfort levels with computer applications in education. Nevertheless they both felt that the course work did increase their skill levels in using instructional design, computers, the Internet, etc. in the classroom.

f. Two other subjects felt that the program met their current needs. They were also very happy to be able to participate in the program.

g. One student was already experienced in using new technologies. He is currently trying to establish a relationship with the Multimedia Academy.

h. Another student now feels much more comfortable with technology -- due in large part to this program.

i. "Not so chaotic, Now my approach seems to be more coherent and logical, and organized. I'm getting there, it's exciting."

j. "I'm taking a close look at why I'm doing things. Looking at new ways, technology. Yes, I'm comfortable.

4. Group Question #1
Do you have any comments on the discussion which takes place while the instructor is talking to other locations?

a. Extraneous discussion in class is not a problem this quarter but it was last quarter. It is "much better now".

b. No, talking is not a problem in class.

c. Both subject admitted that the conversation will sometimes drift from the immediate subject matter. However, they also explained that the conversation was typically related to the subject matter at hand.

d. They both stated that the discussion in the classroom while the teacher was talking was helpful with answering questions and solving problems. One said the discussion in the classroom among students helped further the learning process for her. They both said the classroom environment was not boring and good information was passed onto them. One of them mentioned said that she really enjoyed Dr. Gibbons class.

e . This question did not apply to the Cedar City site (she is lonely!).

5. Group Question #2
Do you struggle with boredom in the classroom?

a. One student does not tend to struggle with boredom in the classroom. He feels that there is very good class involvement. He specifically mentioned that Dr. Wolcott's class is very worthwhile.

b. He does not get bored in class. Interaction goes on. He does get tired though.

c. Class does get boring because it is 5 hours straight with just her and the TA. She would like more students to join!

d. One student felt that boredom is sometimes a problem during long, repetitive student presentations. He would like to see more interaction between the sites during presentations -perhaps in the form of group discussions/comments.

e. Another student explained that they do get tired. She also identified one problem in that her group is not allowed to have food or drinks in their room. Considering the length of the classes she felt that allowing food/drink would not be

unreasonable.

f. One student recommended finding some way to keep all sites actively involved. He identified Dr. Gibbons as being especially good at keeping students on their toes.

g. "Not boredom, I'm just tired after a long day."

h. "No."

i. "We usually comment on the discussion at other sites, some local issues. It would be nice to have some time to discuss, The professor could provide time."

j. "It's reaction often, to what's been said. To tie the instructors comments to our situations and sometimes to local issues."

6. Do you have any additional comments to make at this time?

a. "Good Job, especially in making the changes from Fall to Winter quarter."

b. On student felt that the program was going very well and she was very happy with the content. However, like one of her peers, she expressed frustration with the standard mail.

c. PLEASE NOTE: At least two both expressed frustration with the delay in receiving completed and graded assignments back from professors. For example, assignments which were turned in at the beginning of the quarter still had not been returned by the end of the quarter.

d. One student expressed concern that the program would not be continued. She really had no complaints about the program at all.

e. Another student's basic complaint was having to take classes in which she was already very familiar with the content.

f. "Not really, [they're] easy to work with, and take input. They try to make it a positive experience."

g. One student also suggested that the use of "snail mail" be minimized or abandoned altogether. Other suggestions included standardization of the software required for the course, allowing students to submit assignments to a webpage, and initial instruction on how to effectively and easily use email.

HETI Project Evaluation:
Compilation of Telephone Surveys

Submitted by:

Megan Wang
Richard Harmon
James Checketts

Introduction

Our involvement with the HETI project evaluation took place as part of a class assignment given as part of Dr. Eastmond's evaluation course.

The sites we were assigned to evaluate were the Uinta Basin ATC, Roosevelt and Sevier Valley ATC, Richfield sites. All data reported has been combined into one group report. Even though we were dealing with two different groups, their responses were very similar.

Impressions of the Project

None of our group members have been involved with EdNet classes. As part of the evaluation we each attended at least a one hour session and came away with some good initial information about the set-up and the people taking part in the EdNet program. One impression that should be noted is that this type of non-traditional classroom may not appeal to all students, or, for that matter, professors. The success of such an experience is highly dependent upon the lecturer and the students and their comfort in using this type of delivery system.

We, as evaluators, were impressed by the students' willingness to participate in discussion and the quality of work produced by these students. We were somewhat surprised to find alot of discussion going on during the lectures and thought that this discussion might prove distracting to students. Our survey results found that a majority of the students enjoyed this discussion and found it beneficial to understanding the material presented.

One concern that we noticed, and which has been mentioned by some of the students was the lack of multi-media resources at some of the sites. Students expected to give presentations lack overhead projectors, computers, and video players which would aid in the delivery of their projects. The lack of access to computers on site seemed to be the biggest concern.

Results of Phone Surveys

One of the biggest challenges we faced as evaluators was gaining contact with our target group. Most students are working professionals and scheduling interview times was a little tricky. Our questions followed those provided to us (questions 1-4, 6) as well as two (questions 4 & 5) which were developed by

our group. Results of all questions and responses are compiled on following pages as well as individual responses.

The scope of this section is to briefly report majority responses to individual questions. Questions are given with corresponding results.

1) How did you get involved in this program? 3/6 responders found out about the program through the flyer. 2/6 responders were approached by superiors as a means of professional development.

2) How do you rate the quality of instruction so far? 4/6 rated the instruction excellent (exact terminology is shown in compiled results). 2/6 responders rated the instruction as good.

3) What specifically are you doing differently in your professional role assignment because of this program? 4/6 responders made mention of using computers more and applying various applications in their professions. 2/6 felt they gained knowledge of their role as a change agent.

4) If you could change any part of how the course is presented or the nature of the content what would it be? 3/6 said improvements to the site, specifically access to computers is the major concern. Other comments addressed a variety of topics.

5) Do you feel onsite discussion is contributing to or detracting from the overall effectiveness of the course? 4/6 responders felt onsite discussion contributed to the effectiveness of the course. 2/6 stated that it both contributed to, and detracted from the course effectiveness

6) Do you have any additional comments to make at this time? 2/6 responders had no additional comment. 2/6 survey results didn't have this information available. Other responses are included in the compilation of results.

Conclusions

The responses we received were very much in favor of the EdNet program. While some obstacles still exist for the project, the positive responses and our own observations suggest that this program could prove to be an effective method of instruction. One thing to note, is that a relatively small number of students respond to the end of the quarter surveys.

Project Evaluation
Questions and Responses

1) How did you get involved in this program?

Student #1 Read flyer while attending USU, knowing I would be relocating.

Student #2 I had been thinking about doing a Master's degree for about three years, when I heard about this program I enrolled.

Student #3 Was involved in ComNet and became aware of program as it was developing. Upper management encouraged me to enroll in the program for professional development purposes.

Student #4 From the flyer. Knew this program was coming out.

Student #5 Flyer from the school

Student #6 School district approached me in enrolling in a graduate program for professional development purposes.

2) How do you rate the quality of the instruction so far?

Student #1 Great! It is equivelent to classroom instruction.

Student #2 Excellent. Dr. Gibbon's class is really good.

Student #3 The instruction is excellent. With the first six teachers so far there have not been any bad ones. All of the instructors seem very concerned with making sure that we have a good learning experience taking into account the distance issues involved. Nathan Smith's class was helpful because it taught skills that had practical applicaiton.

Student #4 Excellent. Assignments are practical, professors try very hard to know students and prepare for the course.

Student #5 Good.

Student #6 I would rate the instruction pretty good so far.

3) What specifically are you doing differently in your professional role assignment because of this program?

Student #1 Using computers more. One class project involved developing a newsletter. I am using this to set up a newsletter in my professional assignment. Able to use technology more comfortably.

Student #2 I'm less involved with students now due to my time spent with school. However, I am using the ideas taught in class to help students in rural high schools.

Student #3 The program meets my needs and has been helpful because it has given me skills that I can use to teach other students.

Student #4 Changed teaching methods. Making some educational changes.

Student #5 Creating worksheets by computer, graphics and word processor. Being a change agent.

Student #6 Current class is helping me see my roll as a change agent and it has been very helpful.

4) If you could change any part of how the course is presented or the nature of the content what would it be?

Student #1 Need to improve site, we have no computers. It is also a long drive to the site.

Student #2 The EdNet program consists of working individuals. Sometimes the required paperwork is a little excessive.

Student #3 Overall the program has been excellent. Because of presentations we make in 615 PowerPoint should have been taught in Nathan Smith's class so we had the skills to make the presentations.

Student #4 Better set-up. Computers in the classroom.

Student #5 More access to computers. Getting materials on time.

Student #6 The classes are mostly lecture with assignments given out to be completed by the next week. I wish there were more time for feedback in class on assignments and projects being worked on.

5) Do you feel onsite discussion is contributing to or detracting from the overall effectiveness of the course?

Student #1 Both. Sometimes site discussion adds levity to classes, helps understand things.

Student #2 Both.

Student #3 Onsite discussion is very useful. Hope the instructor isn't annoyed by conversation that takes place because it is contributing to the lecture.

Student #4 Contributing.

Student #5 Enjoying specific questions. Dr. Gibbons guides discussion.

Student #6 The onsite discussion is fantastic! The whole arrangement is a very positive situation. This program makes it possible to get a degree that I could never get otherwise because I am unable to leave home for school.

6) Do you have any additional comments to make at this time?

Student #1 No.

Student #2 Lower tuition!

Student #3 NA

Student #4 Grateful.

Student #5 No.

Student #6 NA

HETI Project Evaluation
Questions and Responses

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6) Do you have any additional comments to make at this time?

Student #1 No.

Student #2 Lower tuition!

HETI EDNET responses to questions: Sevier Valley ATC, Richfield site

1. How did you get involved in this program?

   Student #1
   Was involved in comnet and became aware of program as it was developing. Upper management encouraged me to enroll in program for professional development purposes.

2. How do you rate the quality of the instruction so far?

   Student #1
   The instruction is excellent. With the first six teachers so far there have not been any bad ones. All of the instructors seem very concerned with making sure that we have a good learning experience taking into account the distance issues involved.

   Nathan Smith's class was helpful because it taught skills that had practical application.

3. What specifically are you doing differently in your professional role assignment because of this program.

   Student #1
   The program meets my needs and has been helpful because it has given me skills that I can use to teach to other studens.

4. If you could change any part of how the course is presented of the nature of the content what would it be?

   Student #1
   Overall the program has been excellent.

   Because of presentations we make in 615 PowerPoint should have been taught in Nathan Smith's class so we had the skills to make the presentations.

5. Do you feel onsite discussion is contributing to or detracting from the overall effectiveness of the course?

   Student #1
   Onsite discussion is very useful. Hope the instructor isn't annoyed by conversation that takes place because it is contributing to the lecture.

Salt Lake Site

HETI Evaluation Team
James Beebe
Diana Grow
Kevin Legako
Dan Poulton

Salt Lake Community College Evaluation

James Beebe's Interview Summaries:

Student One:

Student One is a fifth grade school teacher for the Jordan School District who became involved in the HETI program after receiving a letter about it at her school. She has already received a masters degree in a conventional classroom setting at the University of Utah, and she says this experience is only average compared to her first Masters. She says she is in the HETI program simply to learn more information about the technologies that are available to her. She feels quite comfortable with the technologies that she has access to but is disappointed that they don't have access to them on-site at SLCC. Currently, the program is meeting her needs fairly well, but she says moving the site to the University of Utah will not help. This will require a commute of nearly an hour round trip that she did not anticipate. However, she realizes that the move will result in access to technologies that the current location at SLCC does not provide. This student is not doing anything different now in her professional role assignment as a result of the HETI program. She could only come up with one benefit from the program and that was Nate Smith's class on technologies that allowed students hands on experience. The only problems she is facing with the existing program are the time and traffic related to transportation. She thinks Dr. Gibbons is excellent. She appreciates most of all, that he is trying to diversify the classroom experience. She also likes Nate Smith, because he is willing to help with the staff even in unrelated course work.

Student Two:

This student is a partner in her own business. She was originally involved with a similar program at the University of Utah, but she said there was just one computer class and the rest was theory. She responded to claims that the Utah State program was more technology-rich and she has been relatively pleased with the move. The quality of instruction varies according to instructors. She says the instructors have to be creative and motivating to encourage learning in this kind of an environment, and there are a couple that just aren't good at it. She admits its extremely difficult to remain interested and not distracted, and that sometimes the class will turn off the monitor and hold discussions among themselves when the instruction gets too boring. She says that HETI has made some progress over the previous quarter. She said there was a less-effective set of team teachers that could not get "their act together". This quarter is a major improvement on that.

Although she does like the fact that the program seems to put the burden of learning back on the student, she says that she is not doing anything differently in her professional role because of the program. She struggled to find three benefits of the program but did say that it helps students become more Internet-capable, use technology in the classroom, and helps her to plan her time

more wisely. On the other hand, she says its hard to make T.V. interesting, to control individual sites from dominating time and over-participating, and that students lose practice by not being able to demonstrate in front of class or have group presentations.

Diana Grow's Interview Summaries:

Student One:

This student learned about the HETI Program through a flyer. He was already in the Education Masters Program in elementary education through the Salt Lake extension which met at Taylorsville High School.

He rated the instruction given over EDNET very high. He also said it ranked favorably, probably better than the other education program that he was in. The professors are much more relaxed and present the information in a calm fashion. Therefore, there was less stress felt by the students.

This student has integrated the learning theories he was taught through this masters program in his professional role. In addition to this, the knowledge that he has acquired has enhanced his position in the school and the district in which he works. He has taken on additional responsibilities and is working two full-time jobs as a result of his masters program.

This student found three benefits and three problems from taking a masters program through EDNET. The benefits are: 1) the EDNET system offers a program for him and others that would otherwise not be easily available, 2) he can go to both classes in one night, and 3) good interaction with professors and students at the site. He said that there is a cohesive feeling among his site members. The problems are: 1) the newness of the system requires the professors to change what they do, 2) course work requirements change from week to week (This occurred during the first quarter), and 3) had to take on another part-time job to pay for tuition. He said that other than regular instruction he does not see any other benefits, other than not traveling to Logan, that require him to pay approximately $150-200 more per quarter than on campus students. He would really like someone to explain why the program costs more for EDNET students and where those monies go to.

In his additional comments, he stated that there was some rivalry between sites. He said that smaller sites were getting squeezed out. But the professors are trying to not have that happen. He said this rivalry was a fact and not a feeling because he and his fellow site members have discussed this problem.

Student Two:

Student Two has been in the masters program for a year. She began when the classes were taught at the community college. Then the teachers traveled from Logan to Salt Lake to teach the classes. She found out about the different programs by going to the extension office and getting a list of the degrees offered. This program allowed her to get a masters degree and return to teaching if she desired to.

She said the quality of teaching was better this quarter than the last. Things that were hindering the teaching last quarter were changed. However, the quality of the instruction is not as good as in-class instruction. She said that the conversation is lacking because some people

dominate the microphone where others are not necessarily given a chance. In a traditional classroom, she is more apt herself to participate in the conversation than in the EDNET classes.

She is not doing anything differently on the job as a result of this program; however, the computer class has helped her understand computers in her job. It has opened other areas and learning experiences as well as given her a felling of adequacy in her work. The video and movie class gave her a better understanding of that media in case it is needed on the job. She feels that some classes are helpful and others are not with regards to her work. She feels that the classes are more for teachers and she is not teaching; therefore, she does not see their applicability.

She found three benefits and four problems by doing a masters degree through EDNET. The benefits are: 1) the location is close to home, 2) she can work a full-time job and go to school on a full-time basis, and 3) she is able to take classes all in one night. She said that time is an issue. The four problems are: 1) technological problems with the Internet bulletin board (The whole homepage not accessible the past three times she tried to submit assignments), 2) not receiving assignments back in a timely fashion - no communication of student's progress (Never received anything back from instructors the first quarter, except for Nathan Smith's assignment chart she would have had no idea how she was doing in her class), 3) demands for an "A" in the 601 class was too demanding for those students working full-time and going to school full-time - need more attainable requirements (She wanted to do the work but had no time to do it which she said is discouraging to all students), and 4) the class discussions are based around the profession of teaching and not every one in the class are teachers.

In her additional comments, she stated that the system was improving and that she does like the EDNET system, but the one-on-one time is lost in the class. She said that the in-class time needs to be more worthwhile and that they do not need to know everyone's opinion. She wants to hear what the teachers think and know rather than the students. She prefers lecture and videos over extensive classroom discussion. She feels that both forms of instruction are good but that class conversation is not needed every week, especially when it's hard to get into the conversation. Lastly, she stated that the quarterly evaluations on the bulletin board do not do justice to what she has wanted to say. She really liked this form of evaluation because it addressed the ideas that she wanted to express.

Kevin Legako's Interview Summaries:

Interview 1:

Male sixth grade math teacher - attends the SL Community College location - began fall quarter - attends weekday evening classes

This interviewee had a very balanced response. His greatest concern was related to the value of the course in monetary terms. He questions the reason and fairness of the increase in cost from the outreach program that sent teachers out to a site and the HETI-EDNET delivery system. Stating a $200 increase, this student expressed a desire for a competing program. Specifically, he felt bound to the U.S.U. program as a result of no existing available alternatives. This student also expressed dissatisfaction in regards to certain teachers and some of the work assigned.

He felt that much of the work assigned was busy work. Citing a pedantic attitude within some of the U.S.U. faculty, he pointed to a lack of awareness regarding the student population or target audience. This target population is composed of professional educators with field

experience. Related to value, he cited two classes that he could not remember the purpose or objectives for and rated the overall effectiveness of the program as fair to good. He also disagrees with the criteria based grading policy of some professors that assigns a B for completion of the course requirements. He also expressed a concern about the possible move of the cite he attends. Estimating an 80% rate of agreement among his peers at the S.L.C.C., he stated that the move from S.L.C.C. to U. of U. would create a large burden and greatly reduce the value ascribed to this program's ability to meet and serve his needs.

The positive elements of his critique were related to the practical skills and knowledge he has acquired through the program. The project assigned by Dr. Gibbons has "forced" him to set up a mini computer lab at the school where he works. This is an activity he stated would never have occurred unless assigned. Acting as a "change agent" is a role in which he had succumbed to "technology burn out". The HETI-EDNET program has provided him with new ways of examining emergent educational technologies and he feels more equipped to act as an agent of change within the educational field. He also acknowledges the HETI-EDNET's contribution to improved communication between himself and the Media Specialist at his job site.

This student also states practical administrative skills that are a result of his involvement with the HETI-EDNET program. The use of a database and spreadsheet are two specific new or improved skills that have reduced the administrative burdens associated with teaching an elementary school class. His greatest praise came from the sense of community the program has helped create at the S.L.C.C. site. He now recognizes a network of support that exists within the educational community. He also appreciates the forum provided by the class. It has provided a place to discuss and seek insight regarding the day to day issues an educator faces. He attributes much of this to the relaxed environment that produces spontaneous classroom discussion.

Overall, this interviewee recognized the value of the concept and felt it services a great and existing need. He had participated in ComNet and, while feeling HETI-EDNET to be superior, states that the teacher's ability to see the students in the HETI-EDNET program has reduced the relaxed quality of the setting. He also noted a personal preference for a more traditional pedagogical setting where dialogue between student and instructor is more readily and personally available. His greatest criticism was related to the cost of the program.

Interview 2:

Female sixth grade teacher and technology coordinator - attends S.L.C.C. location - began fall quarter - attends weekday evening classes

This interviewee expressed a strong appreciation for the program. Her overall impression of the course was positive. She felt that the administration and course content had dramatically improved in the second quarter. She attributes this to a high level of responsiveness to the expressed desires of the student population. "The program is extremely flexible in its efforts to meet student needs." She noted Nathan Smith's efforts as extremely helpful. The cost of the program was one of two issues of dissatisfaction. She felt that the cost was unfair as the system allows a larger number of students to be reached with less labor cost.

Her other primary complaint was related to the usefulness of some class content and assignments. Citing a pedantic attitude within certain of the U.S.U. faculty she echoed the first interviewees concern that the faculty is not fully aware of its target audience. She argued that her time was not well spent when engaged in "unnecessary and impractical assignments" that have no impact on her role as a teacher in the field. The preponderance of theory fell into that line of

criticism as well. She recommended that an exercise that assessed their skills and use of theory, in a prescriptive sense, would be a more appropriate approach to improve the methods used by the student population.

This student attributes her ability to propose solutions and strategically guide their implementation to the skills gained in the HETI-EDNET program; the skill of needs assessment was a specific skill mentioned. She is now able to present plans for change in a way that engenders the support of administration and peer faculty at her job site. The program has also "pushed" her to recognize her capabilities, possibilities, and responsibilities as a "change agent", a role she feels better equipped to handle as a result of her current training and education. She, like the first interviewee, has also gained an awareness of her "community" and available network. The general rating of this student was good to excellent with a strong appreciation for the responsiveness of the program to the student's voices.

Dan Poulton's Interview Summaries:

Student One:

The student felt that HETI project was helpful to his schedule and he was very interested in the content discussed in class. He is aware of the different technologies and how they may impact his career. Because of this he has taken it upon himself to learn as much about new technology as possible. This class was taken out of a desire to learn more techniques on how to use the technology.

He also mentioned that he was a little concerned at first if he would be interactive with the teacher. He was a little intimidated by the technology and the effort that had to be taken to communicate with the teachers. He also said that now he is use to taking the microphone and using it, the fear or intimidation has decreased.

Currently the class is meeting his needs quite well. He feels that the quality of instruction and the organization have both improved over time. The interaction with the teacher could be more accessible, but with the amount of students he realizes the difficulty.

The student also wishes to convey that he is impressed by the way class discussions are held and the quality of the instruction.

The class has effected him in his professional life. He is more willing to look at technology in a new light and tries to implement it into what he is currently doing. Student seemed very willing to look beyond the shortcoming of the program and have a positive attitude toward the class setting and discussions in general.

Student Two:

Has somewhat less of a positive attitude as the first student. Student 2 has a hard time with the technology and finds it difficult to communicate effectively with the other sites always interrupting the discussion or taking over the discussion. He commented that some sights were noisy and very overbearing. He also mentioned that at times they would have their own group discussions without the monitor on.

The only reason he is taking the course is because it fits into his schedule and if it were not for the HETI project he would be unable to pursue this area of education.

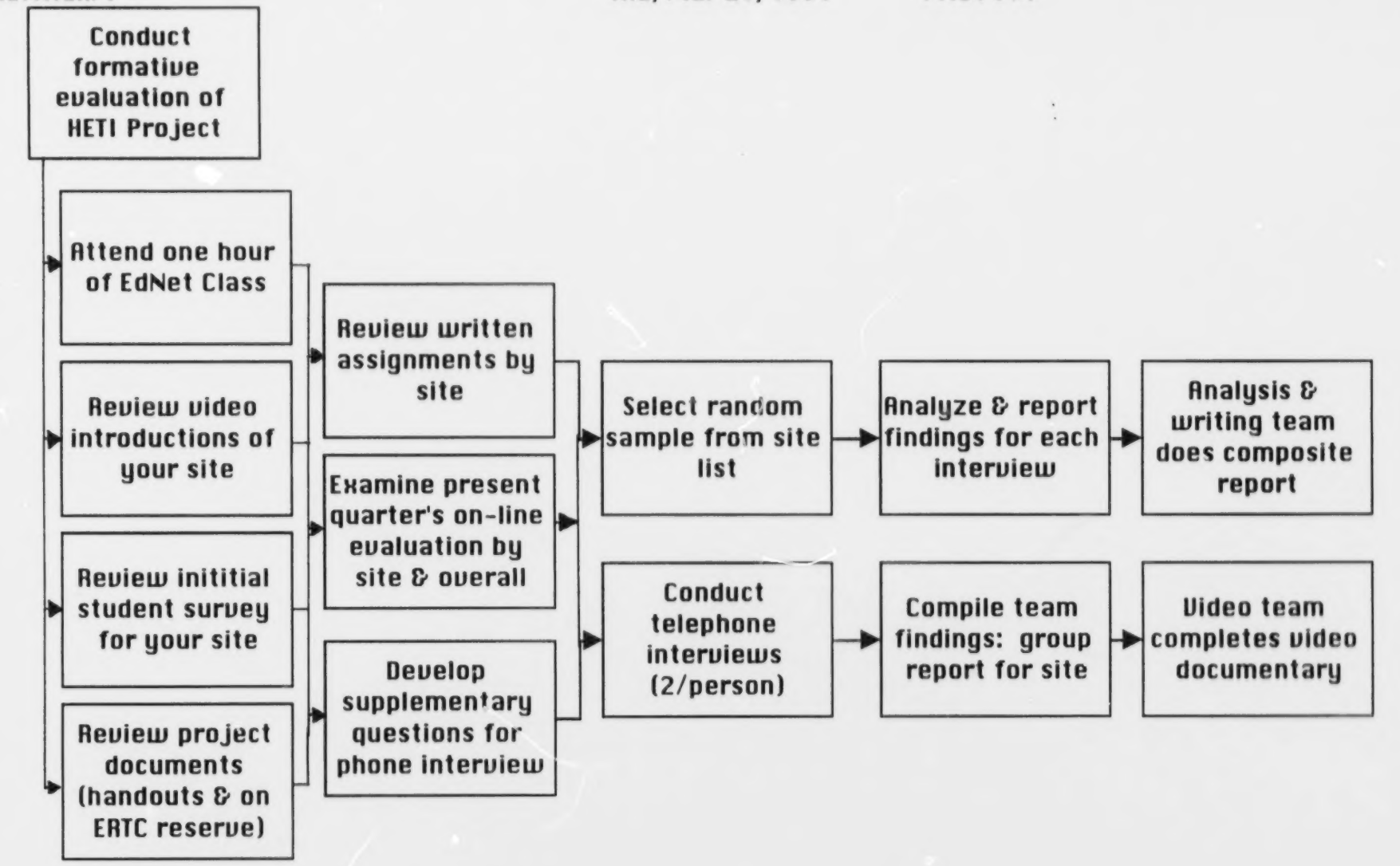
Student 2 says that his professional role is not altered that much by what he is experiencing. Not because he doesn't want it to, but because the budget is not there.

He thought that the class helped students become more Internet friendly and has increased many of the students knowledge level of exactly how something can effect education.

Appendix

Instructional Technology Student List (February 1, 1997)

USU, Logan (6): Julie Bales Curt Jenkins Maggie Jones Marsha Martz Carol Rosenthal Karen Whittaker	Uintah Basin ATC, Roosevelt (4): Mike Bardon Cynthia Fountaine Diana Hanke Mike Royall
Weber State University, Ogden (9): Tamyra Cox Gary Crandall Kayla Hansen Brent Jones Paula Kopp Elaine Rasmussen Sue Schulthies Aaron Tillett Cheryl Windsor	Snow College, Ephraim (8): Laurie Allen Sheryl Anderson Gary Chidester Marlin Christensen Brian Olmstead Paula Soderborg Dana Lee Sorensen Susan Stevenson
Salt Lake Community College, SLC (16): Lynnette Allison John Beckett Kelly Dumont Trenton Goble David Holt Gail Koch Fay Mason Diana Ploeger Celia Powell Jeanene Prince Brittany Stephenson Dianna Stott Dale Sturm Zachary Tippets Deidre Tyler Keith Wood	UVSC, Orem (16): Jeff Ballard Art Burnah Linda Bushman Curtis Castillow Susan Clark Terry Grimley Jeff Hart Kay Honaker Loren Lones Rustin Pehrson Arlen Runolfson Scott Schroeder Wes Smedley Julia Stanger Nathan Welch Chris Wettstein
Sevier Valley ATC, Richfield (4): DeLoss Christensen Nyla Dart Deonna Heath Brent Nielsen	College of Eastern Utah, Price (4): Betty Banning Vickie Guymon Carrie Jean Jones Randy Orwin
Southern Utah University, Cedar City (1): Suzanne Julian	San Juan High School, Blanding (4): Allen Hunt Larren LeFevre John Sanford Heather Young


Conduct formative evaluation of HETI Project
Attend one hour of EdNet Class
Review video introductions of your site
Review initital student survey for your site
Review project documents (handouts & on ERTC reserve)
Review written assignments by site
Examine present quarter's on-line evaluation by site & overall
Develop supplementary questions for phone interview
Select random sample from site list
Conduct telephone interviews (2/person)
Analyze & report findings for each interview
Compile team findings: group report for site
Analysis & writing team does composite report
Video team completes video documentary
10 Feb 1997
24 Feb 1997
3 Mar 1997
17 Mar 1997

A-2